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*The Psychological Methods of Testing Intelligence.* WILLIAM STERN.

Translated by G. M. WHIPPLE. Educational Psych. Mon. No. 13.

Stern gives here a clear and brief statement of the principles of intelligence testing. To a survey of the chief methods and results of others he adds his own criticisms and suggestions for improvement in various methods. The book is prepared more especially for teachers of normal and of backward children, for physicians and for others engaged in practical work with children. It falls into three parts: (I.) "Single Tests and Series of Tests," (II.) "The Method of Age Gradation," and (III.) "Estimation and Testing of Finer Gradations of Intelligence." Intelligence is discriminated from other mental capacities as a "general mental adaptability to new problems and conditions of life." It thus differs from genius in that genius creates the new spontaneously, *i. e.*, is not limited to adaptation, and it differs from talent in being a general capacity, whereas talent is an efficiency limited to one kind of content. Relative to the method of age gradation, the importance of the range of irregularity is discussed. In dealing with abnormal children the author also recommends the use of the "mental quotient," *i. e.*, the mental age divided by the chronological age, as the best expression for the child's intellectual status. Stern also emphasizes the need for parallel series of tests for the different years. The last part of the book treats of correlations. The author approves of the principle according to which an amalgamated rank-order secured from a group of tests is used as the index of intelligence. There are appendices and a bibliography.

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## JOURNALS AND NEW BOOKS

THE BRITISH JOURNAL OF PSYCHOLOGY. October, 1915.  
*Psychology of Animism* (pp. 1-32): Animism originates in the belief in ghosts of men, and tends to spread as the explanations of whatever had formerly been attributed to magic. A review of the literature concerning the ghost theory, its extension to animals and plants, the evolution and the dissolution of animism is given.  
*The Theory of Repression in Its Relation to Memory* (pp. 33-47): ERNEST JONES. - "There exist in the mind certain inhibiting forces which tend to exclude from consciousness all mental processes the presence of which would evoke there, either directly or through association, a feeling of 'unpleasantness.'" The bearing of this theory is manifold and the subject may be divided under the headings of registration, conservation, recollection, and recognition.  
*The Recognition Vocabulary of Children* (pp. 48-51): G. H. THOMSON and F. W. SMITH. - The method was similar to Kirkpatrick's; 170 samples of 35,000 label words in *Chamber's Dictionary* were selected; 238 boys and 229 girls were tested to see if they understood the words. The children varied in age from 9½ through 14½ years. The difference between